

Lesson Plan Title: Waste or Save?

Common Core Standards:

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects/pictures into categories to gain a sense of the concepts the categories represent.

Student Identification:

Yansi Alfaro

Age: 5 Years old

Grade: Kindergarten

Hearing Loss: Mild conductive, moderate (lowest frequencies) rising to borderline normal (high frequencies), bilateral hearing loss.

Lesson Objective: Student will identify ways that water is wasted and conserved and sort pictures into two classifications: Waste or Save

Vocabulary:

☐ **Brook**

☐ **Dew**

Language and Auditory Targets:

Auditory Memory: After listening to a story student will demonstrate understanding by recalling key details and orally answering at least three questions on the topic, when verbally prompted by the teacher in 4/5 opportunities.

Vocabulary Acquisition: During a structured language activity student will sort at least 6 pictures into 1 of 2 categories (Waste or Save) that represent a larger concept.

Materials:

- ☐ Water by Frank Asch
- ☐ Waste or Save? sorting game cards
- ☐ Waste or Save? sorting mat
- ☐ Scissors
- ☐ Crayons
- ☐ Glue
- ☐ Ipad for "The Water Song" video

Instructional Sequence:

Anticipatory Set- Provider will begin with a listening check of the 6 ling sounds to ensure student's hearing aids are functioning. Provider will then introduce the session with "What's in the box?" and the student is required to ask questions using their question book as prompting to figure out what is inside the box. Inside the box will be a figurine of a pail of water. We will briefly verbally brainstorm ways that we use water. Student may state, we use water to take a bath, to brush our teeth, to cook, to play in, etc.

- 1) Provider will explain that we will be learning about the importance of water and begin reading the book , "Water" by Frank Asch. The book will discuss what water can turn into, where we can find it and how important water is for everyone. During the story we will review what is dew and a brook using visuals. After reading the book provider will ask student WH- questions such as, What happens to water when it's cold? Where can we find water? Why do we need water?
- 2) After reading the book the provider will ask the student to think of different ways we can save water. Provider may verbally prompt student to think about the faucet running when they are brushing their teeth in the morning ("Do you leave the water on while you brush your teeth?"). We will then discuss why we should keep the water off when brushing our teeth to help save water. ("Does leaving the water on while brushing your teeth help save or waste water?"). Student will continue stating other ways to save water (leaving water running in the bathtub, water running in the kitchen sink, etc.) with verbal, visual, or tactile prompting as necessary.

- 3) Student will receive picture cards that depict people wasting and saving water. She will color and cut the pictures. Student will begin to divide the picture cards according to whether it shows water being wasted or conserved.
- 4) The student will then receive a sorting mat where she will independently classify the pictures into their appropriate category. For example, the picture of the woman on the phone with the kitchen faucet running in the background will be classified in the "Waste" section. There should be four cards glued to each mat.
- 5) Student will watch "The Water Song" video from Sesame Street
<https://www.youtube.com/watch?v=CwpHMPH-WbM>
- 6) Provider will explain that the song/video is about keeping our water sources healthy by keeping them clean. Ask students, "What are some ways that water in our oceans, lakes and streams gets dirty?" (e.g., pollution, people throwing trash in it, etc.) Then ask, "What can we do to help keep it clean?" (e.g., throwing trash away, not pouring things into the water, etc.) Provider will also state the song is about saving water.
- 7) Closing: Student will draw a picture of how she can save water at home.

Assessment:

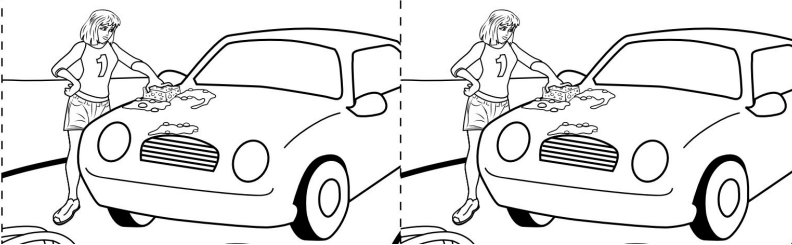
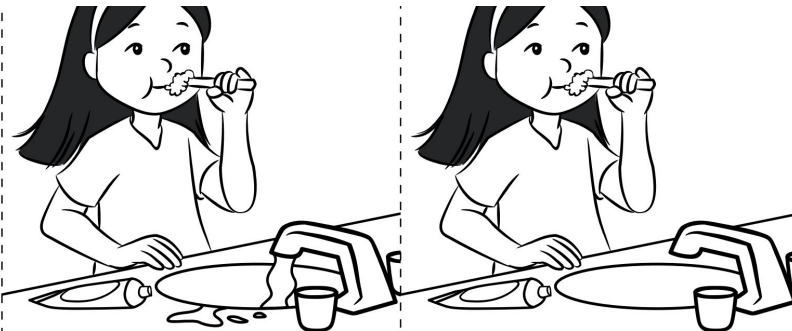
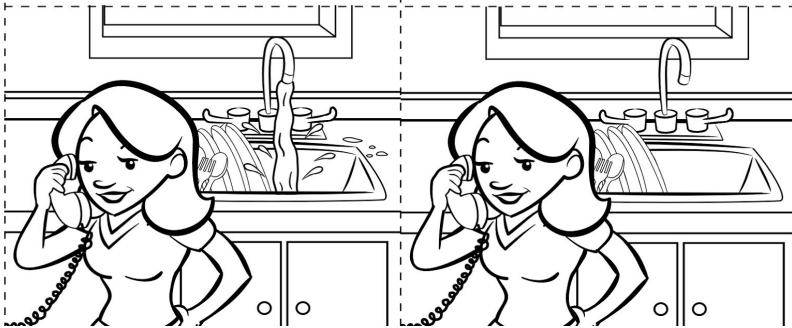
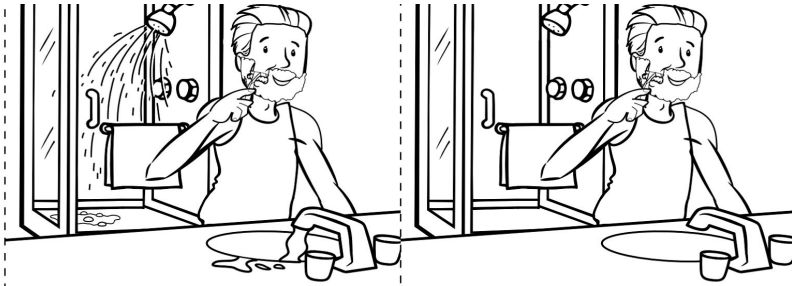
Data Chart for Hearing Providers

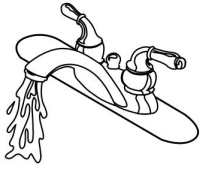
Student Name: _____
 I.D.: _____

D.O.B: _____
 Mandate: _____

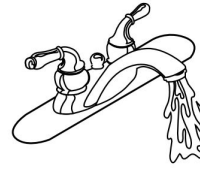
Date	Target Goal (Language, Auditory, Pragmatic)	Activity	Quantitative Data (+/-/%)	Qualitative Data (Notes)	Prompts
	Answer 3 WH-questions after reading with prompting	Waste or Save	How many questions was the student able to answer?	Subjective Objective Assessment Plan	Which prompts were used?
	Sort 6/8 pictures into 1 of 2 categories (saving water and wasting water)	Waster or Save	Was the student able to sort 6/8 pictures correctly?	Subjective Objective Assessment Plan	Which prompts were used?

Handouts:

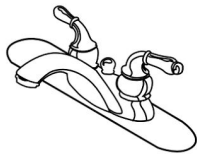




Waste



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Save



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Draw a picture of a way that you can help save water.

